REVISED – 03/10/06

BLUE RIBBON CORRECTIONS – MORAN PRAIRIE

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal Mr. Matthew J. Handelman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Moran Prairie Elementary School
(As it should appear in the official records)

School Mailing Address 4224 East 57th Avenue
(If address is P.O. Box, also include street address)

Spokane WA 99223-7897
City State Zip Code+4 (9 digits total)

County Spokane State School Code Number* 91-6001582-4389

Telephone (509) 354-3700 Fax (509) 354-3666

Website/URL www.spokaneschools.org/Schools/Elementary/MoranPrairie E-mail matth@spokaneschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Brian L. Benzel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spokane Public Schools Tel. (509) 354-5900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Donald A. Barlow
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   35 Elementary schools
   6 Middle schools
   0 Junior high schools
   6 High schools
   14 Other

   61 TOTAL

2. District Per Pupil Expenditure: $8,158.00

   Average State Per Pupil Expenditure: $7,598.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [x] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	2	0	2		**7**			
K	35	30	65		**8**			
1	31	26	57		**9**			
2	60	57	117		**10**			
3	39	43	82		**11**			
4	40	35	75		**12**			
5	34	35	69		**Other**			
6	41	31	72					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						539

6. Racial/ethnic composition of the students in the school:

90	% White
3	% Black or African American
2	% Hispanic or Latino
4	% Asian/Pacific Islander
1	% American Indian/Alaskan Native
100% Total	

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	23
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	44
(4)	Total number of students in the school as of October 1	484
(5)	Total transferred students in row (3) divided by total students in row (4)	.091
(6) K-6 Only	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 2%
   8 Total Number Limited English Proficient
   Number of languages represented: 5
   Specify languages: Russian, Hebrew, Spanish, Chinese, Punjabi

9. Students eligible for free/reduced-priced meals: 10%

   Total number students who qualify: 54

   If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10%
52 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5	Autism	3	Orthopedic Impairment
__	Deafness	7	Other Health Impaired
__	Deaf-Blindness	8	Specific Learning Disability
__	Emotional Disturbance	25	Speech or Language Impairment
3	Hearing Impairment	__	Traumatic Brain Injury
__	Mental Retardation	1	Visual Impairment Including Blindness
__	Multiple Disabilities		

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	21	1
Special resource teachers/specialists	5	7
Paraprofessionals	6	2
Support staff	1	1
Total number	34	11

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	96%	95%	95%	95%
Daily teacher attendance	96%	95%	96%	96%	95%
Teacher turnover rate *	21%	8%	8%	10%	14%
Student dropout rate (middle/high)	X%	X%	X%	X%	X%
Student drop-off rate (high school)	X%	X%	X%	X%	X%

*After the 2004-05 school year, one teacher moved to a full time assignment (from half time at Moran Prairie), one left teaching, one moved to a school closer to his home, one went on leave and one was granted early retirement for health reasons.

PART III - SUMMARY

Moran Prairie Elementary School has built a tradition of academic excellence through collaboration at every level: in and between classrooms, at and among grade levels, and with parents and the community at large. Moran Prairie is a K-6 elementary school in the Spokane Public Schools. Our building was constructed in 1990 and houses more than 500 students, with three classes at each grade level. We are located in the southeast region of Spokane, Washington.

Moran Prairie staff provides high quality instruction for all students, resulting in exemplary achievement for our students. We support local, state and national efforts to improve student learning. Please see the staff values and commitments below, which we developed collaboratively and have embodied over the last several years.

Parents and patrons are a very active and integral part of the educational process. The Parent-Teacher Group (PTG) enhances the school through fundraising, family events and enrichment programs. Annually, we have the top volunteer participation in the district. Our students benefit from more than 220 volunteers who work in classrooms and in our Volunteer Literacy Program, which targets students needing greater one-to-one support.

Our school offers many special opportunities for community involvement. These include a program for Multiple/Orthopedic Handicapped students, a before and after school extended day/daycare program, academic support and enrichment classes, Math is Cool, math and arts clubs, and homework support. A Site Council, consisting of staff, parents and community members, serves as an advisory board to the principal.

Each student participates in a variety of rich specialist programs, including Health & Fitness, Music, and Library Media on a weekly basis. For one hour every other week students in grades 4-6 also participate in an engaging Art curriculum.

Technology is an important part of our school and the education of our students. We have a network connecting over 150 computers throughout the building, including a lab, a mini-lab in the library media center and one mini-mobile lab. Every staff member has an e-mail address for patron contact and communication, and many post assignments on the Web.

Mission: At Moran Prairie, we are committed to educational excellence. Through collaboration with all community members, we will challenge our highest achievers to continue growing, and will continue to assist ALL students to meet or exceed standards through focusing on individual student needs and by modeling the Pillars of Character**.** Through continual research and assessment, we will ensure our methods are most effective in meeting our commitment for success. When students struggle to meet standards, we will direct a continuum of resources, ranging from volunteers to extra time with certificated teachers, to help each child succeed.

Vision: We strive to become an educational community where: Staff, Parents and Students work collaboratively to maximize every student's education. All adults and children in the school community live with and by the Pillars of Character. All students exit our school valuing and embracing the diversity in our community, city, and world. Every student is challenged and stimulated intellectually by the classroom curriculum and instructional practices. Every student is prepared for the challenges and changes we will encounter in the 21st Century.

Staff Values/Commitments: In order for students to flourish and achieve maximally, we will nurture an atmosphere of trust through clear and open communication among and between staff, students and parents. We will live by and model the Pillars of Character, encouraging all members of the Moran Prairie community to live by these norms as well. Our teaching will expose students to a broad range of cultures, ideas and peoples in order for children to embrace the diversity in our community, city, and world. We will support, challenge and provide enrichment to ALL students to help them meet or exceed current standards. We will prepare ourselves and our students to tackle the challenges and changes that we will all encounter in the 21st Century.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Though we have a wide variety of formative and summative assessments – classroom, school-wide and district-wide, the primary measure of student success toward state Essential Academic Learning Requirements (EALRs) is the Washington Assessment of Student Learning (WASL). This test is administered annually in late April to all Fourth Graders in the areas of Reading, Mathematics and Writing. There is also a new Science WASL for all Fifth Graders, which is in its second year. (Beginning in 2005-06, Third, Fifth and Sixth Graders will also be assessed by a WASL in Reading and Mathematics).

Until last year, students in our district also took the Iowa Tests of Basic Skills in Third and Sixth Grades. State Legislators recognized that this assessment is not aligned with the EALRs and thus discontinued the mandate to administer it. Though our scores on the ITBS in its final year continued to be well above national averages, our instructional focus was on thinking/problem-solving skills in preparing students for success on a higher-level-thinking WASL pilot (as opposed to the more basic skills measured by the ITBS), causing our scores to fall somewhat.

Our nomination is based upon our outstanding performance on the Fourth Grade WASL in the spring of 2005. We were one of only a small handful of schools in the state to achieve over 90% of our students meeting standard in all three strands of the assessment (Reading, Mathematics and Writing). Moran Prairie has had success in the WASL since its inception in 1997. After performance slowly dipped to a low in 2002, our scores have steadily risen since.

The Mathematics strand of the WASL has always been the biggest challenge for our students. We were never able to exceed 84% of our students meeting standard, and had had a downward trend for four years until two years ago. This past year, our scores jumped from 76% meeting standard to 92%. This is in the same year as our reading scores rose to an amazing 98% of our students meeting standard (only one student did not meet standard) and 96% of our students met standard in writing. Only two students did not meet the writing standard. The state average for Reading was 79%, Mathematics was 61% and Writing was 58%. Compared to other schools with similar demographics as our school (school size and free/reduced lunch percentage), the averages were 92% in Reading, 82% in Mathematics and 75% in Writing.

Not one of our students missed standard on all three of the three strands, and only one student missed standard on two of the three strands. A remarkable 89% of our students met standard in all three strands, and another 10% met standard in two of the three strands. We had no disparities in any Adequate Yearly Progress (AYP) cell; all of our students, no matter the background, did equally well.

The Science WASL in Fifth Grade is new, as mentioned, and not part of AYP. Sixty-one percent of our students met standard, up from 53% the previous year and well above the 36% state average.
In another State-mandated reading assessment, our Second Graders are administered a Running Record. Our District also assesses First Graders with this tool. Last year, 93% of our Second Graders met the reading standard (the District Average is 73%) and 94% of First Graders did (as compared with 73% in the district).

State assessment system information (on the WASL) can be found on the Website of the State Office of the Superintendent of Public Instruction (OSPI) at www.k12.wa.us/assessment/WASL/overview.aspx.

2. **Using Assessment Results:**

Over the last several years, we have focused on truly using assessment to drive instructional decisions. As state and district assessment results arrive at our school, we examine them as a staff. Every teacher is provided with an assessment history of his/her students. Classroom teachers and grade level teams examine the individual data and strategize how to help each student who may be struggling or below standard and how to enrich or extend those students at or exceeding grade level expectations. We determine how to allocate any extra resources such as volunteer literacy tutors or a certificated "Team Teacher." When we had this resource, the Team Teacher helped small groups of students with similar needs find success.

Each fall, our data is compiled into one packet and we examine these data during annual "Focus Meetings." In recent years, our leadership team examines the school's data, and prepares a presentation for the entire staff. We look at specific strands and areas where we're successful, but mostly where we need improvement. Through this process, we developed a clear focus on our math instruction two years ago. This involved more intensive training in our math curriculum and instructional techniques, including two math-focused book studies in which the entire teaching staff participated. More recently, we began a similar examination of our science instruction.

In addition, we utilize district-based assessments. We spend extended time examining our district writing assessment, which is administered each October and May. We collaboratively score student papers and use "assessment walls" where we see broad brushstrokes of the areas in which we need to focus our instruction in various grade levels and classrooms. This year, we are starting a similar process with district-based math assessments, again looking at both individual student areas of strength and weakness, as well as looking for possible gaps in our instruction.

3. **Communicating Assessment Results:**

Our school uses several formats to communicate student performance to parents, students, and the community. At the most basic student/family level, our district requires our school to report student performance at least three times per year with progress reports. In addition, at midterm, all teachers report academic progress if students are struggling; some teachers report for all students at midterm. Progress reports are accompanied by a parent-teacher conference (sometimes the student is involved) at the end of the first and second trimesters. Each trimester, we also recognize students in grades four through six who have exhibited outstanding academic performance or outstanding effort in an Honor Roll awards ceremony.

In addition, homework assignments, a form of skill performance communication, are sent home for students on a daily/weekly basis. Informal communication between the parent, student, and teacher are realized through continuous verbal and written notification. Over the last several years, teachers have added email as an essential communication tool, and some are using Websites for similar purposes. In an effort to enhance communication between teachers, parents, and students many teachers send home daily or weekly reports. All this enables the parents and students to be aware of the child's performance on a daily basis. Our close partnership between school and home promotes accountability and positive academic results on national, state, and local assessments.

When we receive individual results from State assessments, not only do we send home results, but also explanations of these results in several formats: a letter from the principal, a pamphlet from the state and an explanation of strands of strength and weakness provided by the district.

The community is informed of our accomplishments through our bi-weekly newsletter, the *Messenger*, the school's and district's Websites and an Annual Report that is mandated by the state. This report includes state and federal testing results. These scores are published in the local newspaper. We communicate to parents and the community through monthly Parent Teacher Group (PTG) and Site Council meetings.

4. **Sharing Success:**

Moran Prairie shares its successes in a variety of ways. We feel that it is our professional responsibility to both learn from and share with others. Spokane Public Schools has been very deliberate about being public with its successes. The fact that we have a district curriculum ensures success for all students, no matter the school. We have been able to both follow the lead of other successful schools, and also share our own successes.

One area in which we share successes is in our annual School Improvement Plan. When our district began our grant from the Gates Foundation, schools were very public with their work around setting measurable goals and specific action steps to meet these goals. Now, every school's Improvement Plan is posted on the District's Website and updated annually.

At Principals' Professional Development (PPD) conferences, principals share successes on a monthly basis amidst specific learning agendas. Moran Prairie's principal has been on the Design Team for these PPD conferences for two of the last three years, taking a lead in planning and presenting at them. Principals also share successes at level and association meetings. Due to our high test scores, other schools often contact us, and we always extend an invitation to visit; we discuss our strategies openly with these schools.

Another way we share successes is by inviting others into our school. School Directors (direct supervisors of principals) walk through schools and classrooms on a monthly basis. In addition, a team of Principals visited Moran Prairie to observe math instruction during the 2004-05 school year. As we experience continued success, our teachers are becoming more comfortable opening their classrooms not only to each other, but also to teachers from other schools. We readily share our ideas from our character education program to our math problem-solving templates with other local schools. At every staff meeting and in building-based staff development sessions, we also share our successes within our staff. Finally, we annually host four to six student teachers from local universities, sharing our expertise with these teachers-in-training.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our curriculum is based upon the State EALR's (see #1, Assessment Results, above) which are broad-based goals. These are broken down into Grade Level Expectations (GLE's). These GLE's reflect the skills and knowledge that are assessed by the WASL at particular grade levels, starting in Third Grade. They are also reflected on district end-of-unit assessments and classroom-based assessments. All of the curricular materials adopted help students toward these goals. Please see our curriculum guides at http://shareview.spokaneschools.org/guides/. Thus, upon leaving Moran Prairie Elementary School, students will demonstrate the ability to:

- Read with comprehension, produce quality writing, and communicate effectively and responsibly in a variety of ways and settings.
- Know and apply the core concepts and principles of mathematics, social studies, the sciences, health and fitness and the arts.
- Think analytically, logically, and creatively. In addition they will integrate experience, knowledge, and understanding to form reasoned judgments and solve problems in groups and independently.
- Integrate core academic concepts and skills with life experiences; and understand the importance of work and how personal performance, effort, and decisions directly affect career and educational opportunities.
- Utilize information technologies, including computers, to communicate, acquire, promote and apply information to produce high quality products.

Reading: Moran Prairie students will understand and use different skills and strategies to read. Our students will read different materials for a variety of purposes and understand the meaning of what is read. Students will ultimately set goals and evaluate their progress to improve their reading.

Writing: Moran Prairie students will write clearly and effectively using the traits of quality writing. They will write in a variety of forms for different audiences and purposes. The students will understand and use the steps of the writing process to analyze and evaluate the effectiveness of their written work.

Math: Moran Prairie students will understand and use number sense, measurement, geometric sense, probability and statistics, and algebraic sense through the processes of problem solving, logical reasoning, communicating understanding and making connections.

Science: Moran Prairie students will understand, observe, inquire, hypothesize, communicate, record and organize data.

Social Studies: Moran Prairie students will analyze and understand the history, civics, geography and economics of local community, state, national and world cultures.

Art: Moran Prairie students will understand and use elements, principles, techniques, function, style, presentation, individual development, problem solving and communication through the visual arts.

2a. **(Elementary Schools) Reading:**

Much of Moran Prairie's success can be attributed to the efforts of Spokane Public Schools' curriculum specialists to align curriculum, and to our staff's focused efforts over the last four years to adopt, learn and implement this curriculum.

Our reading program is based on current research and the most successful instructional practices available. At the most basic level, we utilize both the Reader's Workshop model and guided reading, including specific instruction in book choice and guidance through literature circles. We instruct at the word level through phonics, decoding, core words, vocabulary-building and analogy. At the comprehension level, we focus on modeling and explicitly teaching reading and thinking strategies. These include summary, making connections, questioning, prediction, inference, determining importance, using sensory images and synthesis.

We assess all primary students on an ongoing basis with running records and encourage student goal-setting. Student literature includes quality trade books, picture books, traditional basal readers and non-fiction materials.

Our community also contributes to the instruction and promotion of reading. Reading is a daily homework expectation in every classroom. Our library is the center of our school. Using both school and PTG budgets over the last several years; we have concentrated on making our collection both comprehensive and up-to-date. We have a thriving Volunteer Literacy Tutoring program, focused on struggling readers. Every February, we celebrate "Read Across America" with an assembly, promotions and a special school-wide emphasis on reading. In addition, our PTG and library co-sponsor two book fairs a year (including a two-for-one purchase opportunity in the spring), and the PTG also hosts an annual book bingo and ice cream social, where students bring and exchange gently used literature.

3. **Mathematics, Science, Art, Etc.:**

Over the past several years, Moran Prairie's math scores have increased significantly. We attribute this to our professional development focus on mathematics curriculum and instruction. Again, our curriculum is based upon our district's adoptions and curriculum guides. The National Council for Teachers of Mathematics (NCTM) and our state and district curriculum provide math foundations that staff incorporates into instruction at each grade level. We utilize *Bridges in Mathematics* in K-2, *Investigations* in grades 3-5 and *Connected Math* in 6th grade (which continues into middle school). These resources follow the NCTM standards by establishing rigorous academic expectations in number sense, measurement, geometric sense, probability and statistics, and algebraic sense while using mathematical reasoning, communicating with each other, and making connections to their world. Daily instruction is focused in three main areas: skill review, problem-solving and introduction/practice of new skills.

Our mathematics professional development over the last few years has focused in three areas: pedagogy, understanding the adopted curriculum, and developing common problem-solving vocabulary and expectations K-6. Both through district-provided classes and grade level collaboration, teachers examined, learned and implemented the adopted curricula. As a staff, in grade level and then whole group collaborative sessions, we carefully communicated and crafted an aligned K-6 problem-solving process for teachers and students to follow. We had full-group book studies with two renowned books on mathematics: *Math Matters* and *Beyond Arithmetic.* Finally, with limited resources, we have used grants to fund a part-time math coach for parts of two school years (.25 and .1, respectively).

We supplement the curriculum through other opportunities for students and families. These include some grade level family math nights that give everyone a chance to learn math concepts through games and estimation activities. Parents and their children leave with materials and instructions to continue these investigations at home throughout the year. Homework is designed to support this model as well, actively involving and informing parents of math foundations. Finally, we have had both primary and intermediate math clubs, including entering several fourth through sixth grade teams annually in a *Math is Cool* competition.

4. **Instructional Methods:**

Our staff at Moran Prairie has been involved in extensive professional development to align our instructional methods with best practices for student learning. We have all been trained in, and subsequently implemented the theories behind *Understanding by Design*, which incorporates Enduring Understandings and Essential Questions into lesson design which starts with the end in mind. Every teacher or team of teachers developed at least two units using this method, including at least one focused on mathematics.

Our reading and writing curriculum and instruction is workshop-based. Our reading instruction is a balanced approach (see #2a, reading) including guided reading, thinking strategies for comprehension and word attack skills. In writing, we utilize the workshop format to teach the writing process, the forms of writing and the traits of quality writing. In both of these areas, modeling is of utmost importance, with a gradual release of responsibility for students at all grade levels as they work toward independence.

Our math instruction is very hands-on and comprehensive (see #3, mathematics). Our book studies have focused on the constructivist methods that rely not only on modeling, but on experimenting and discovery. Science is similarly taught through hands-on kits that develop the concept of the scientific method across grade levels. Problem-solving, journaling and writing are deeply incorporated in both math and science teaching and learning.

Assessment of student understanding is essential to the cycle of teaching and learning, and is completed through self evaluation, rubrics and checklists, informal assessments such as conferences and observations, and formal assessments such as reading inventories and other district-directed assessments.

5. **Professional Development:**

Professional development has truly been the cornerstone of our continued path to excellence for all students. It is inextricably linked to our recent student academic success and also impossible not to mention in so many of the areas already noted. Our plan was very specific, outlined in our Gates Foundation grant application as well as our School Improvement Plans. These plans were developed by our school's leadership team and approved by the entire staff.

Our greatest professional development asset over the last few years has been the funds from the Gates Foundation, allowing for more time and access to collaboration and learning, and our district's model for staff collaboration. In addition, our district has made great strides toward sustaining collaborative opportunities for teachers. We are currently in our second year with one hour of Collaborative Time weekly for teachers to work together on common goals. This is paid time, gained from teachers coming one half-hour early one day per week and the students arriving one half-hour late the same day. For one year prior, we had thirty-five minutes a week for collaboration as well. Our leadership team sets the agenda and schedule for the use of this Collaborative Time.

We have engaged in all-staff training in Adaptive Schools, Professional Learning Communities and *Understanding by Design*. In addition, as aforementioned, we had a two-year content focus in mathematics (see #3 above). This year, our focus is on thinking strategies. Ninety percent of our teaching staff has either attended a national conference on thinking strategies through the Public Education and Business Coalition (PEBC) in Denver, CO, a similarly focused district-generated alternative, or both. This year, we have brought in a staff developer from the PEBC to strengthen our skills in this area, which benefits teaching and learning across the curriculum.

As noted earlier also, we have leveraged some grant funds to start implementing and utilizing the coaching model, with a trained teacher modeling, co-teaching and/or observing and giving feedback to teachers on a limited basis. Title I-eligible schools in our district have had this resource for many years, at least half-time, some times several coaches. Our excellent staff has had to do its learning improvement much more on its own, working very hard on our own to gain the necessary knowledge and skill to benefit the learning of our students.

PART VII - ASSESSMENT RESULT

Subject Reading Grade 4 Test Washington Assessment of Student Learning

Edition/Publication Year New each year Publisher Washington State OSPI

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% At or Above Meets State Standards*	98	93	86	88	96
% At Exceeds State Standards*	55	56	45	56	48
Number of students tested	62	75	80	68	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES (No subgroup scores because there are fewer than 10 students in any of the subgroups.)					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject Math Grade 4 Test Washington Assessment of Student Learning

Edition/Publication Year New each year Publisher Washington State OSPI

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% At or Above Meets State Standards*	95	76	71	74	80
% At Exceeds State Standards*	58	5	44	43	47
Number of students tested	62	75	80	68	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES (No subgroup scores because there are fewer than 10 students in any subgroup.)					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject Reading Grade 3 Test Iowa Tests of Basic Skills

Edition/Publication Year 1995 Publisher Riverside

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	69	79	75	83	81
Number of students tested	71	63	71	74	66
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	X	X	X	X	X
Percent of students alternatively assessed	X	X	X	X	X
SUBGROUP SCORES (Not enough in subgroups for reliable data.)					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

Subject Reading Grade 6 Test Iowa Tests of Basic Skills

Edition/Publication Year 1995 Publisher Riverside

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	71	72	75	76	71
Number of students tested	77	68	79	78	90
Percent of total students tested	99	100	89	100	99
Number of students alternatively assessed	X	X	X	X	X
Percent of students alternatively assessed	X	X	X	X	X
SUBGROUP SCORES (Not enough in subgroups for reliable data.)					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

Subject Math Grade 3 Test Iowa Tests of Basic Skills

Edition/Publication Year 1995 Publisher Riverside

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	73	90	84	92	90
Number of students tested	69	63	72	74	66
Percent of total students tested	97	100	100	99	100
Number of students alternatively assessed	X	X	X	X	X
Percent of students alternatively assessed	X	X	X	X	X
SUBGROUP SCORES (Not enough in subgroups for reliable data.)					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

Subject Math Grade 6 Test Iowa Tests of Basic Skills

Edition/Publication Year 1995 Publisher Riverside

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	74	78	70	80	75
Number of students tested	76	65	80	78	90
Percent of total students tested	97	96	90	100	99
Number of students alternatively assessed	X	X	X	X	X
Percent of students alternatively assessed	X	X	X	X	X
SUBGROUP SCORES (Not enough in subgroups for reliable data.)					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					